

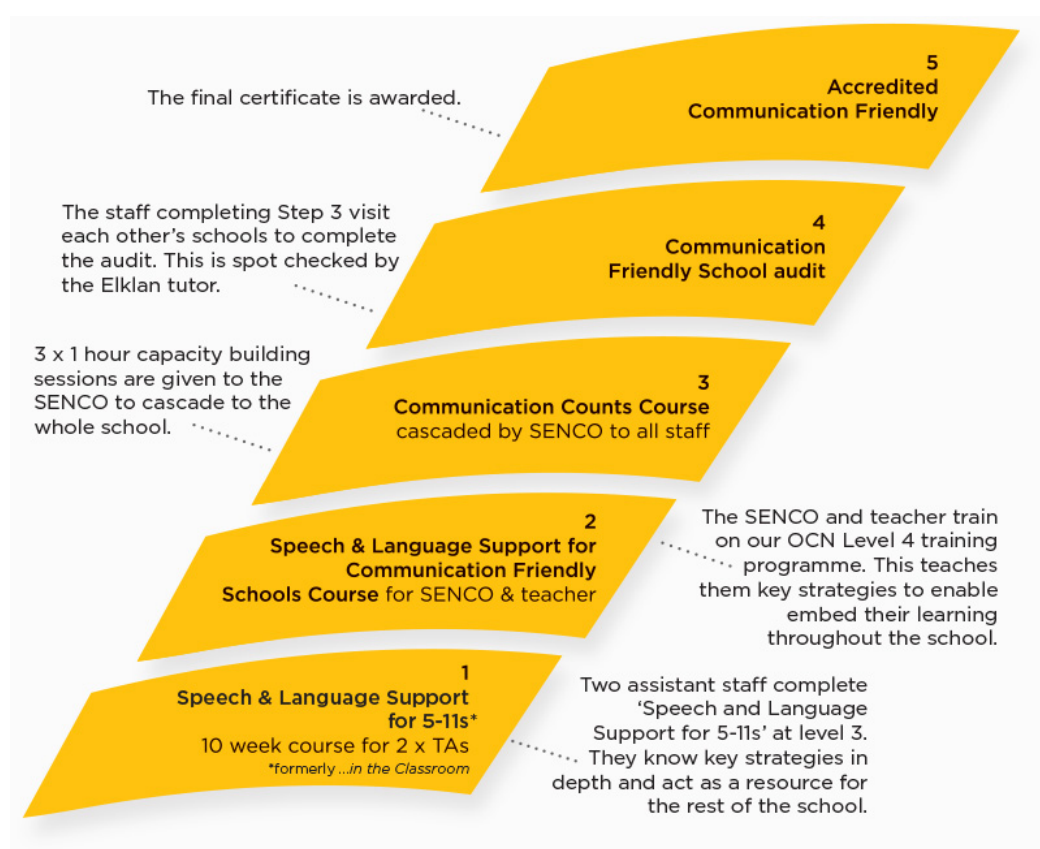
Summary of Eiklan Communication Friendly Schools project

The context:

Schools are reporting more children with speech, language and communication need (SLCN) and less specialist support available to meet that need. Training staff already working in the school has to be part of the solution and building schools which are communication friendly is a priority. In 2010/11 Eiklan in conjunction with The Communication Trust, Open College Network (OCN) and AFASIC joined together to promote Eiklan's communication friendly schools accreditation which is now available to all schools across the UK. This summary contains the key findings. The full report can be found on the Eiklan website www.eiklan.co.uk

The model:

This diagram shows the steps the schools had to undertake to achieve externally accredited status. This is the first time a national awarding body has accredited a setting in the UK



Results:

The project was run in from 78 schools with 141 teaching assistants, 156 SENCO's/teachers and 1154 education and ancillary staff.

Pre and post confidence measures of the teachers and the teaching assistants were taken. **58%** of teaching assistants rated themselves as being extremely confident in supporting children with SLCN post-training compared to 2% pre training.

91% of SENCO's/teachers now rate themselves as confident or very confident in training and supporting staff in the school to implement key strategies to support children's speech, language and communication.

74% of teaching assistants, after using the strategies taught with children and recording their response, rated all of them as either effective or very effective.

Data from Teachers

Strategy	Usage - % of school staff using the strategy most or nearly all of the time	Effectiveness - % of staff rating the strategy as effective or very effective	Benefit to the children - % of staff rating the strategy as benefitting most or all of the children
Stop, wait and respond	62%	91%	73%
Thinking about questions, using the Blank Model.	58%	95%	66%
Extending vocabulary	57%	91%	95%
Making information and directions visual	71%	91%	95%

Data from Teaching Assistants

Parameter	No. stating strategy more effective than those they had used previously	No. stating strategy much more effective than those they had used previously
Strategies to support listening and attention	77%	13%
Mind Mapping	61%	27%
Strategies to support story-telling	49%	26%

Measuring the effectiveness of modelling sentences

The evidence was collected during the training in November, again in February 2012 and again in May 2012.

Date of data collection	The child used the accurate grammatical structure less than 25% of the time	The child used the accurate grammatical structure 25%-50% of the time	The child used the accurate grammatical structure 50%-75% of the time	The child used the accurate grammatical structure 75%-100% of the time	The child used the accurate grammatical structure 100% of the time
Dec 2011	29%	29%	16%	20%	4%
Feb 2012	16%	35%	27%	18%	2%
May 2012	4%	17%	13%	48%	17%

As staff consistently modelled appropriate grammatical structures, the children used the accurate structure more frequently.

Conclusion

These results support the effectiveness of the project in enabling the whole school to become a communication friendly environment. We are now making it available to all schools in the UK with teaching from Elklan tutors for only **£2000 per school**. Local Speech and Language Therapy departments with Elklan trained tutors can be trained to deliver the package and use it to generate income. Costs from other providers may be different.

For more information visit our website www.elklan.co.uk email lizelks@elklan.co.uk or call 028 90296772